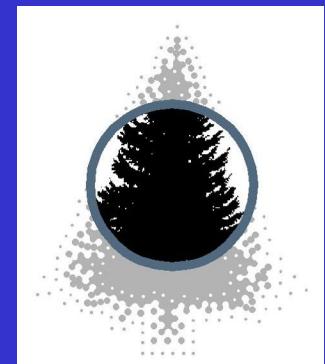


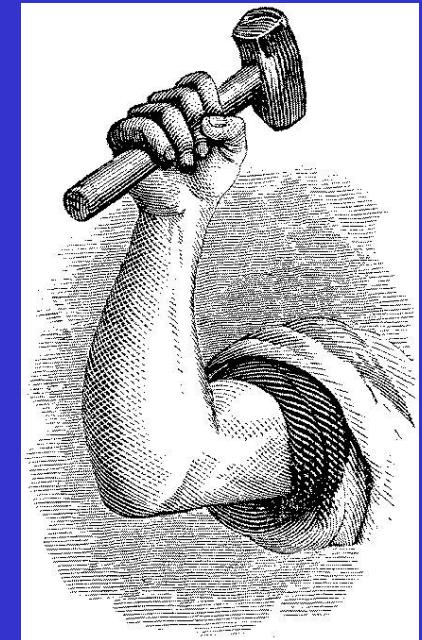
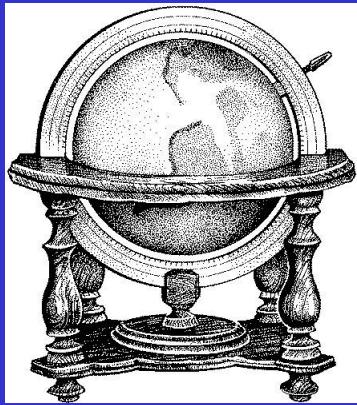
A Real-time Situation Assessment Simulation

DEALING WITH WHAT YOU'RE DEALT



*Martha Bean of Collaborative Focus, Seattle
Nedra Chandler of Cadence, Helena*

*With the Support of the
Institute for Environmental Conflict Resolution , Tucson*



A Real-time Situation Assessment Simulation

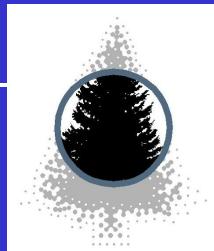
DEALING WITH WHAT YOU'RE DEALT



DEALING WITH WHAT YOU'RE DEALT

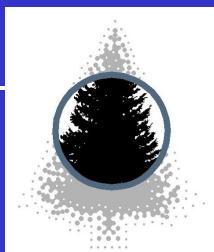
learning objectives

- **Learn** some background on the whys and wherefores of assessments
- **Recognize** conflicts, potential disputes and opportunities in a situation
- **Analyze** the situation and define the outcomes and products needed
- **Determine** appropriate tools and techniques
- **Create** an initial plan for the situation



This Simulation

- Emerged during ECR 2002 as an area of opportunity for defining best practice
- On-line dialogue on situation/conflict assessment (March – June, 2003)
- ACR Conference (September, 2003)
- ACR EPP Workshop (September, 2004)
 - Training workshop and panel ECR 2005

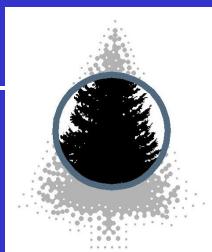


CONFLICT ASSESSMENT:

A working definition

*An impartial analysis
that helps prepare the path
for a conflict-resolution or agreement-
seeking process.*

*This can include a determination
that such a process is not
timely or appropriate.*



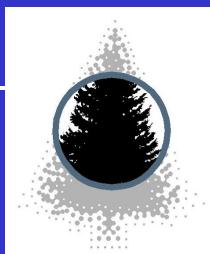
Key Elements of a Situation Assessment

- Background, history, and context
- Description/analysis of parties and interests
- Identification of process goal/s
- Findings regarding the potential basis for any number of processes
- Analysis of opportunities and challenges
- Process design options and recommendations
- Potential points of disagreement about how to proceed



Assessments can:

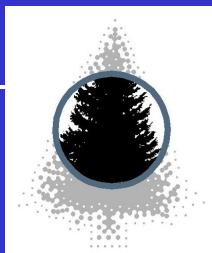
- Supply people the information they need to make an informed choice about how and if to proceed with a community involvement or agreement seeking process
- Determine which basic approach(es) will be feasible and productive
- Suggest how the process can be designed so as to be fair and productive for all involved.



Assessments can also:

Be commissioned without expectation of any further process, in order to:

- **Gain insights and lessons from the situation**
- **Provide a neutral, objective reference point for parties from the perspective of a process expert**



Two Perspectives on Assessments:

Objective assessment based
on process expertise and
analysis

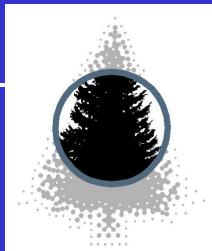
Separate and distinct step
before any further process
can begin

Assessor as process expert
or analyst

Shared construction of a
common reality among
involved parties

Integral part of an ongoing
or future process

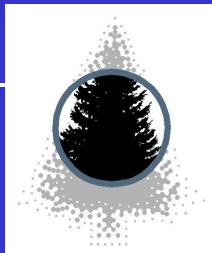
Assessor as facilitator or
even mediator



Formal, Written Assessments....

Are appropriate when there is a need to:

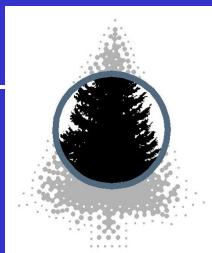
- Convey consistent messages to a broad audience
- Get buy-in on a systematic series of next steps
- Identify and frame key issues, particularly if there is a history of difficult communication
- Provide more background and assurances to those who are skeptical regarding potential future processes



Formal, Written Assessments....

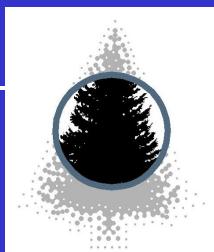
Are less appropriate when:

- The issue is ‘ripe’, parties are prepared to move forward and time is of the essence
- One or more of the interested / effective parties is not interested in participating in any future process
- There are issues of confidentiality
- Parties or issues are few; well known to each other
- There is limited ‘decision space’ or insufficient resources
- The assessment process could serve to harden positions, etc.



Situation Assessments are:

- Anything BUT formulaic
- Must be matched to the situation
- In and of themselves a creative, learning process
- For more info: <http://www.ecr.gov> and click to publications



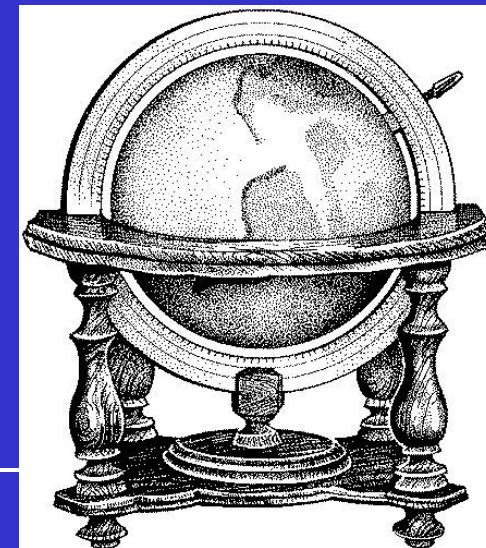
On to the simulation:

DEALING WITH WHAT YOU'RE DEALT

You'll be playing a card game with your table mates

World of Possibilities Cards

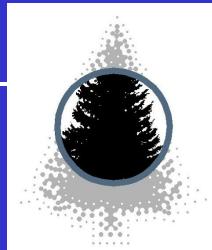
- Type of project
- Expectations of future relationships
- Types of stakeholders
- Contractual relationships
- Available dollars
-



DEALING WITH WHAT YOU'RE DEALT

Outcome Cards

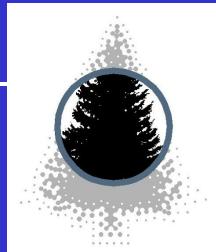
- Those expected by sponsors, parties and conveners
- Those expected by the assessor, intervener or neutral



DEALING WITH WHAT YOU'RE DEALT

Product Cards

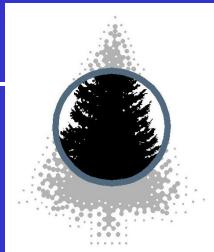
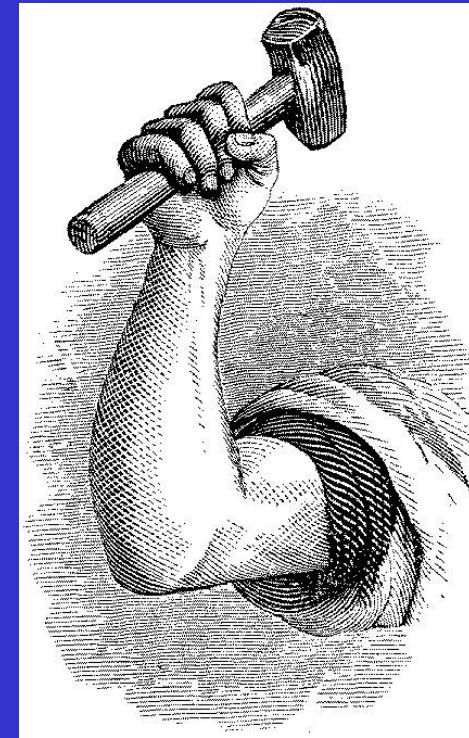
- An array of potential products of the assessment



DEALING WITH WHAT YOU'RE DEALT

Tools and Techniques Cards

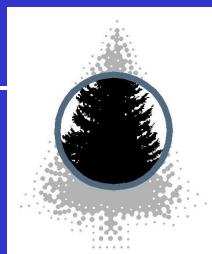
- What will you use to conduct and complete the situation assessment?



DEALING WITH WHAT YOU'RE DEALT

Directions for World of Possibilities

- 1. DRAW 4 ‘PROJECT TYPE CARDS’,
place face up on the table**
- 2. DRAW 2 ‘EXPECTATION OF FUTURE
RELATIONSHIP CARD; place face up on the table**
- 3. DRAW 4 TO 6 ‘STAKEHOLDER’ CARDS; place face up
on the table**
- 4. DRAW 1 ‘CONTRACTUAL RELATIONSHIPS’ CARD;
place face up on the table**
- 5. DRAW 1 ‘RELATIONSHIP OF PARTIES TO
ASSESSMENT’ CARD; place face up**



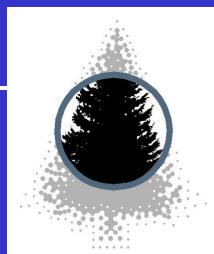
DEALING WITH WHAT YOU'RE DEALT

Directions for Outcomes Expected by Sponsors

1. SELECT 3 CARDS; place face up on the table and review them in light of your ‘world of possibilities’ cards.

2. Consider jointly if there are any ETHICAL or VALUES considerations that will affect your next steps on this project. Discuss and record.

3. What ARE your next steps on this project? Discuss and record.



DEALING WITH WHAT YOU'RE DEALT

*Directions for Outcomes Suggested by
Assessor, Intervener or Neutral*

1. SELECT 3 CARDS; place face up on the table and review them in light of your ‘world of possibilities’ cards.

2. Consider jointly if there are any ETHICAL or VALUES considerations that will affect your next steps on this project. Discuss and record.

3. What ARE your next steps on this project?
Discuss and record.



DEALING WITH WHAT YOU'RE DEALT

*Directions for working with ALL
the cards you've drawn so far*

1. Jointly, write your ‘back story’
2. Use a flip chart if you like
3. Prepare to report this to the whole group in minutes.

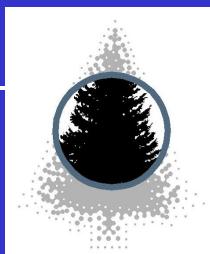
4. Expect some surprises.....



DEALING WITH WHAT YOU'RE DEALT

Directions for Outcomes Suggested by -- Assessor

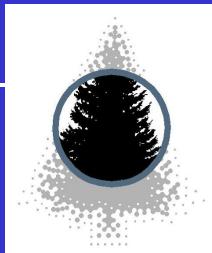
- 1. Don't shuffle these cards.**
- 2. Deal all around the table face down; deal 'til all are dealt.
Some will have two cards.**
- 3. When the last of the printed cards are dealt, place the blank cards in the middle, blank side up.**
- 4. Turns over cards all at once, consider what you have.**
- 5. Each of you advocates for or argues against the outcome they have drawn.**
- 6. Jointly decide which outcomes you'll use;
use blank cards if necessary.**



DEALING WITH WHAT YOU'RE DEALT

Directions for Outcomes Suggested by -- Assessor

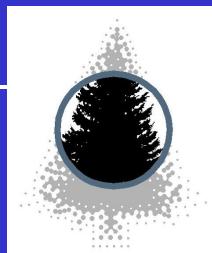
- 1. Don't shuffle these cards.**
- 2. Deal all around the table face down; deal 'til all are dealt. Some will have two cards.**
- 3. When the last printed card is dealt, place the remaining blank cards in the middle of the table, blank side up.**
- 4. Turn over the cards, consider what you have.**
- 5. Each of you *advocates for* or *argues against* the outcome you have drawn.**



DEALING WITH WHAT YOU'RE DEALT

Directions for Outcomes Suggested by -- Assessor

- 6. Work together in your discussion to choose as many outcomes as you think apply.**
- 7. Remember these are outcomes that will be suggested by the assessor**
- 8. Consider jointly if there are ethical or values considerations that will affect your next steps, given the outcomes you believe are appropriate.**
- 9. What are your next steps?**
- 10. Expect some surprises.....**

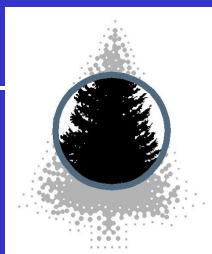


DEALING WITH WHAT YOU'RE DEALT

Directions for Products

*Now you are beginning to build an approach to
the situation.*

- Use exactly the same method for choosing products as you did for choosing ‘outcomes suggested by the assessor’

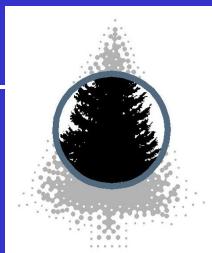


DEALING WITH WHAT YOU'RE DEALT

Directions for Tools and Techniques

These tools and techniques are used to actually get to the outcomes, and create the products.

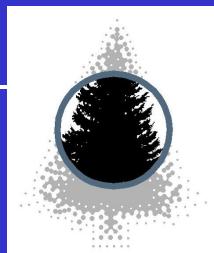
- Use the same method for choosing products as you did for choosing ‘outcomes suggested by the assessor’ and ‘products’



DEALING WITH WHAT YOU'RE DEALT

What to do for your remaining time

- 1. Jointly, confirm and write up your approach**
- 2. Use a flip chart if you like**
- 3. Prepare to report your approach to the whole group in _____ minutes**



DEALING WITH WHAT YOU'RE DEALT

Focus Questions for De-brief

- 1. What was the most challenging thing about this simulation? Why?**
- 2. What commonalities did you see among the approaches? Do these commonalities suggest anything to you?**
- 3. What differences did you see among the approaches? Why these differences? Is it just different strokes for different folks, or...?**

